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ABSTRACT

The implementation of the University of Northern Iowa's (UNI) Teaching Associates Cadre Model (TAC) Professional Development School (PDS) program is discussed within the context of Kagan's six stages of collaborative relationships: formation, conceptualization, development, implementation, evaluation, and termination or reformation. The TAC was designed to involve school-based practitioners more closely and directly in the preservice and inservice preparation of educators. TAC members are master teachers and experienced cooperating teachers who form professional partnerships with professors and clinical supervisors. Clinical supervisors are jointly employed by UNI and a school system to assist professor-coordinators with practicum supervision of student teachers. TAC members provide a linkage between schools and UNI. They are based in UNI Student Teaching Regional Centers in 10 urban areas throughout the state. There are national and international field sites, as well. TAC represents one variation of the PDS concept. Cadre members are engaged in several activities that reflect the guidelines for PDSs proposed by the Holmes Group, including collaborative research on problems of educational practice, shared teaching in college and school settings, and cooperative supervision of prospective educators. Reflection on the development of TAC since its inception in 1987 suggests a need for greater UNI faculty involvement and interaction with TAC members. Appendices illustrate the interrelationships of program components and TAC member leadership roles. (Contains 13 references.) (IAH)

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SCHOOL/UNIVERSITY PARTNERSHIPS AND THE UNI TEACHING ASSOCIATES CADRE MODEL: PROFESSIONAL BENEFITS TO preK-12 EDUCATORS

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> "Professional Development Schools recommend partnerships that join teachers, administrators, and college faculties in an effort to restructure the preparation and induction of new teachers into the teaching profession.... The resultant structure of such consortiums is schools where teachers, administrators, student teachers, and college faculty can grow professionally."
>
> - Stallings and Kowalski, 1990, p. 251

Nearly a decade ago, the Carnegie Forum (1986) and the Holmes Group (1986) challenged teacher preparation institutions to close the gap between the "ivory tower" world of theory and the practical reality of contemporary classrooms. Tomorrow's Teachers (Holmes Group, 1986, p. 67) spoke of college-university partnerships in the form of professional development schools (PDS) that would foster the exchange of professional knowledge to encourage new structures designed to meet the developmental needs of contemporary educators.

Since that time, many models of professional development schools have evolved. Some, like the RAND corporations's induction schools (Wise, et al, 1987), were advanced in catalytic response to the restructuring movement begun in the 1980's. Other models, such as laboratory schools or traditional college/university-to-schools delivery systems of teacher induction (Stallings & Kowalski, 1990), could be thought of as old wine in new bottles: pre-existing formats congruent with many components of the proposed professional development schools.

Just as there is no singular PDS model, conceptualizations of professional development schools may differ in accordance with specific needs addressed by the design of individual programs. Although all components are not necessarily present in any given PDS

partnership (Winitzky, Stoddart, & O'Keefe, 1992) a common mission and core of four components form the basis from which PDS partnerships derive their identities. The common mission of professional development schools is to unite school-based practitioners and college or university faculty, "in partnerships that improve teaching and learning on the part of their respective students" (Holmes Group, 1986, p. 56). This mission is enacted through: 1) mutual deliberation on problems associated with student learning in order to generate possible solutions, 2) shared teaching in college/university and school settings, 3) collaborative research on the problems of educational practice, and 4) cooperative supervision of prospective educators (Holmes Group, 1986).

Professional development schools to date have been based in individual schools or school districts (Arends & Murphy, 1986). To this point, most PDS partnerships have been implemented in keeping with pre-established guidelines or frameworks (Holmes Group, 1990). Prior studies have documented the benefits of school-university partnerships for preK-12 students (Wise, 1987), beginning teachers (Holmes, 1990), and university faculty (Chambers & Olmstead, 1991).

This paper will trace the progression of one aspect of a school/university partnership initiative begun at the University of Northern Iowa in 1988: the Teaching Associates Cadre Model. This professional development partnership is unique in that it is not based in a single school or school district but involves schools in a state-wide network of regional professional practice centers.

The cadre model is also unique in that it was not externally imposed. It was approached from a constructivist perspective which

freed collaborative parties to derive meaning through personal and social experiences as the partnership evolved. The model began with only a mission statement and no pre-set framework, or guidelines.

Subsequent assessment of the cadre model initiative goes beyond consideration of the benefits to students and to the university. Professional benefits to K-12 educators derived from participation in the collaboration process as well as the implementation of cadre-initiated tasks are explored.

UNI's Teaching Associates Cadre Model

In spring of 1987, the University of Northern Iowa (UNI) responded to the challenge of restructuring teacher education with the implementation of several initiatives. Among them was the implementation of the Teaching Associates Cadre Model, designed to involve school-based practitioners more closely and more directly in the pre-service and in-service preparation of educators. The new format broke the paradigms of previous models for traditional practitioner involvement and assisted in establishing the foundation for a new standard of professional partnerships in teacher education at UNI.

Restructuring of the clinical component was part of a more comprehensive reconceptualization of the relationship between the College of Education (COE), the schools, and other forces that impact teacher education. The resulting university-schools relationship is expressed in the Venn diagram designed by COE Dean Thomas Switzer in April, 1991 (see appendix A). In what is now known at UNI simply as "the Venn diagram", but which is actually

entitled, A Teacher Education Program at the Intersection of Institutional Structures, the enactment of teacher education is depicted as the central element in the linkage between the university and the world of practice. The parallel sets of arrows emphasize the interactive nature of the organizational diagram, resulting in a unique model that involves many forces in the reciprocal enactment of systemic change.

The Teaching Associates Cadre Model was facilitated by the restructuring of statewide field sites into twelve UNI Student Teaching Regional Centers based in ten urban areas around the state. (Since the inception of the model, the network of centers has been expanded to include national and international settings.) All centers are coordinated and site-base managed by university professors. Clinical supervisors, jointly employed by the university and a school system within a respective regional center, assist professor-coordinators with providing close supervision during practica experiences. Teaching Associates Cadre members are master teachers and experienced co-operating teachers who form professional partnerships with professors and clinical supervisors in the centers to provide a linkage between schools and the university.

The result of this innovation was not a singular professional development school venture confined to providing professional practicum experiences at one or a limited number of school settings. Instead, a state-wide network of professional development centers was designed to address developmental needs specific to the student teaching process in an atmosphere of university/preK-12 partnership.

The network was established with the objective of facilitating reciprocal interaction and collaboration between university faculty and practitioners in the enactment of field-based experiences in order to better facilitate the professional development of beginning teachers.

Enactment of the UNI Model

Dixon and Ishler (1992) discuss the stages of professional development school evolution in terms of Kagan's (1991) six stages of collaborative relationships: 1) formation, 2) conceptualization, 3) development, 4) implementation, 5) evaluation, and 6) termination or reformation. The enactment of the UNI Model, with an emphasis on the evaluation of resulting professional benefits to the preK-12 educators involved in the collaboration, will be also be discussed within the framework of Kagan's six stages of collaborative relationships.

The UNI Model: Formation

Kagan (1991) explains the formation stage as the point at which people identify a problem and agree to work together to effect the change necessary to solve it. As those who have experience in ventures of this nature will attest, the decision to change an existing model of interaction, difficult as it may be to make, is easy compared with enactment of a change process. The more people involved in a proposed change, the more challenging the transition from old to new. In the case of the UNI model, the proposed change would affect not only student teachers, field-based faculty, and,

indirectly at first, campus-based faculty, but hundreds of cooperating teachers, principals and central-office staff in the school districts that had working relationships with UNI.

To compound the challenge, the pre-existing traditional model for UNI field experiences was working and working quite well. It was already innovative in that it placed a large number of student teachers in student teaching field sites all over the state, under the guidance of resident professors. The teacher preparation program at UNI enjoyed an excellent local, state, and regional reputation. Initial overtures related to the model were met, on many fronts, with suggestions to leave well enough alone. The rationale for this advice stemmed in part, and quite understandably, from the also well-known rejoinder to initial attempts at change, "if it's not broken, don't fix it".

Despite the deceptively calm surface of student teaching delivery, underlying forces were at work to diminish the effectiveness of the pre-existing model. Increasing numbers of student teachers compromised the effectiveness of resident professors in their attempts to provide the close, personal clinical supervision that remains a trademark of the UNI student teaching curriculum. Despite the increase in numbers of student teachers, K-12 student numbers declined. An increasing number of education students competed for a diminishing number of teaching positions in Iowa's schools. To compound the situation, teachers originally hired upon graduation from college to meet the public and private school enrollment needs of the sixties and seventies were still several years from retirement.

The best prospects for employment were in large, urban districts in and outside of the state. Teacher education majors, many of whom had attended small or rural schools and preferred to student teach in similar settings, were ill-equipped to work in the culture of large, urban schools, within a society enmeshed in a period of rapid transition.

The technological explosion, changing societal values, reconfigured family structures, availability of drugs, inflation, recession, and health concerns unheard of only a decade before were mirrored by sweeping changes in students and school climates. At one time not so long ago, an educator could work outside the schools for years and find things pretty much the same upon re-entry into a classroom. By the late 1980's, to be out of touch was to be out of date. The pictures painted by campus-based faculty were likely to contrast sharply with the actual scenes encountered by student teachers, many of whom marveled at how things had changed in the few short years since they themselves were high school students. Reality-based input from practitioners became not only nice but necessary.

The UNI Model: Conceptualization

Against the backdrop of increased numbers of student teachers, decreased numbers of back-home employment opportunities, and rapidly progressing change reflected in the schools as a collective microcosm of the society in which they exist, the Office of Student Field Experiences (OSFE) at UNI initiated the Teaching Associates Cadre Model (Canning, 1990). The original model called for five

cadre members from each regional center, each of whom were to be paid a stipend of $500 per year, to be identified by the resident professor-coordinator in each regional center. The overall mission of the model called for each of the newly aligned regional student teaching centers to develop a plan for a collaborative school-university partnership with the objective of increasing practitioner input and involvement with the university through it's field experience network.

Enthusiastic cadre members were charged with that mission by an equally enthusiastic COE dean. Within a short time the excitement of being newly-chosen died down. Cadre members were eager to get to work but began to feel uncomfortable when they realized they weren't sure what their work was to entail. The dean's phone began to ring.

"What, exactly, are we to do?" the caller would ask. "What do you want to do?" the dean would respond (Canning, 1990). A basic framework of the model was in place, based upon a formation stage limited to implicit involvement of many of the parties crucial to the model's enactment. Now it was crucial that cadres in each center go though the process of defining center-specific roles and responsibilities.

The UNI Model: Development

At this point cadre members had reached what Kagan (1991) called the development stage wherein specific activities begin as the collaborators move from theory to practice. This is difficult enough with a clear job description. Cadre members were seeking to establish linkages without the benefit of role models, simply

because what they were attempting to do had never been done before. In search of creativity rather than compliance, the COE and OSFE administrators, as well as coordinator-professors in the regional centers, encouraged lots and suggested little.

By the winter-spring of 1990, the coordinators collaborated on a plan to interview each cadre group in each center to find out how the cadre concept was being enacted in each center. Participants were asked how their cadre had developed, what concerns had arisen over the first two years of the model's implementation, and how they would describe the experience of initiating school-university partnerships from each center-specific perspective.

As one cadre member expressed it, "We kept waiting for the University to tell us what to do...I can see now that no one could tell us. We had to figure it out for ourselves. It was the best thing that happened in our first year!" Another added, "I hope we never entirely lose that sense of floundering. It means we are being creative. It's a sign that we're alive!" (Canning, 1990).

The UNI Model: Implementation

In 1990, two years after the implementation of the model, cadres state-wide were well into what Kagan (1991) describes as the implementation stage. It is here that hard work begins to bear fruit. Cadre members were finding ways to enact their roles in the centers and were eager to extend their mission onto the UNI campus. In fall of 1990, grant funding was obtained to hold the first UNI Cadre Conference at the University of Northern Iowa. Cadre members came to campus for two days of interaction, reflection, and meetings

with methods faculty. At this conference and at the second UNI Cadre Conference in 1991, cadre members spoke in methods classes, arranged to participate in subsequent on-campus panels and projects, and traded ideas with cadre members from around the state.

The third UNI Cadre Conference was held in October of 1993. This conference featured a keynote speaker to address the action research component which had always been a component of the UNI student teaching curriculum and has been applied to cadre projects by cadres around the state. Cadre Conference participants attended an original one-act play about the roles and concerns of those involved in the student teaching process, written by a group of cadre members using results of a state-wide survey of cadre members, cooperating teachers, administrators, student teachers, and university faculty. Cadre members, clinical supervisors, coordinators, and campus-based faculty led break-out sessions on topics for and about cadre members. Brainstorming sessions were held to encourage participants to envision new directions for teacher education. A follow-up conference, on Iowa's new fibreoptics network (ICN), is being planned for spring, 1994.

To facilitate networking, conference participants were provided with folders containing contact information for all UNI cadre members and center profiles that outlined the implementations taking place in the respective centers. Profile sheets indicated changes in the original structure of some cadres to conform to center-specific needs. Some cadres had grown from five to almost 20, allowing for a cadre member in each field-site building. Another change involved usage of the $500 stipend. While some cadre members

received the amount as an annual salary, others pooled it to use for cadre activities or professional development opportunities in their center. Profile sheets also indicated that participants in each center were engaged in, "partnerships that improve teaching and learning on the part of their respective students", the basic mission established for professional development school partnerships by the Holmes Group in 1986.

Suggested avenues for enactment of the Holmes Group mission were also in place. Activities profiled showcased ways in which cadre members engaged in mutual deliberation with UNI faculty on problems related to student learning. The element of reciprocity was preserved in that problems germane to university practicum students as well as preK-12 students were both addressed by UNI faculty and center-based practitioners. All cadres report on-going projects designed to facilitate interaction within their respective centers and with UNI faculty. Among the many activities reported were: socials for student teachers and cooperating teachers, breakfast meetings for cooperating teachers and prospective cooperating teachers, receptions, local and national conference presentations, and cadre newsletters.

The second enactment strategy encouraged by the Holmes Group was shared teaching in college/university settings. At first it would seem that cadres located close to campus were better able to participate in this way. However, because the campus is expanded throughout the state and beyond through the network of professional development centers, all cadre members across the state assist with topical presentations at student teaching seminars. At two of the

centers, cadre members assist the resident professor in conducting orientation workshops for cooperating teachers. In keeping with the element of reciprocity central to the UNI model, professors are also engaged in teaching activities at the preK-12 level. Many clinical supervisors hold part-time positions in school districts and part-time supervisory appointments with UNI. Resident professors team-teach with cooperating teachers, attend or present at district in-services, tutor, and assist at school programs, with dramatic or musical presentations, or in conjunction with sporting events. The State of Iowa has also recently implemented legislation requiring teacher educators to spend at least 40 hrs. every five years teaching or team-teaching in a preK-12 setting, under the guidance of an experienced classroom teacher. Cadre members have indicated an active willingness to assist campus-based faculty in this endeavor.

The third component of the Holmes Group, collaborative research on problems of educational practice, has also come alive in the UNI model. Resident professor-coordinators and clinical supervisors have served regional centers as consultants and resources for university contacts and materials. Practitioners in turn have engaged in a variety of projects, such as developing a Beginning Teacher Idea Book, training student teachers in the use of computerized grade books, and developing a Resource Center for the use of student teachers and their cooperating teachers. Action research activities are also in place, and include a project designed to test the effectiveness of a mentoring system for cooperating teachers, exploring and developing alternative

supervisory practices, and collaborating with individual faculty members on research projects of mutual interest.

The final Holmes Group component addresses co-operative supervision of prospective educators. Cadre members assist through the formal or informal mentoring of student teachers and cooperating teachers in their regional centers. Some cadres assist coordinators and clinical supervisors by writing introductory and follow-up letters to cooperating teachers and student teachers, assisting with exit interviews, coaching student teachers in job-seeking skills, assisting with the recruitment of cooperating teachers, facilitating interaction between student teachers and cooperating teachers, and assisting students from other parts of the state in finding housing for the duration of their student-teaching experience. In addition, some cadres take on an even more extended role, facilitating the placement and supervision of pre-student teaching practicum students.

The UNI Model: Evaluation

Evaluation to assess the effects of a collaboration effort (Kagan, 1991) is a logical next step following its implementation. The first comprehensive assessment consisted of the cadre group interviews, conducted in 1990. The next state-wide assessment procedure was a mail survey, conducted in late spring/early summer of 1993. Short surveys were sent to all 70 cadre members. Thirty-seven were completed and forwarded to UNI, resulting in a return rate of 53%. Descriptive data analysis procedures were performed

with the assistance of SPSS, version 4.1, computer software. The survey asked respondents if they had gained professionally through cadre participation and went on to explore elements of participation, elicit concerns, and seek out strengths upon which to build. Responses to the thematic question related to professional benefits of the cadre model are found in table 1:

Table 1

Spring/Summer 1993 Cadre Survey

Responses to Question #1: Did You Gain Professionally By Participation in Your Cadre?

Response Choices	Frequency	Percent	Cumulative Percent
No response	1	2.7%	2.7%
Excellent	12	32.4%	35.1%
Good	13	35.1%	70.2%
Average	4	10.9%	81.1%
Fair	5	13.5%	94.6%
Poor	2	5.4%	100.0%
	n = 37	100.0%	

Analysis of responses by individual center revealed that a great deal of variation could exist in the perceptions among members in the same center. Cadre members who found participation to be personally fulfilling were understandably more likely to find the participation experience professionally fulfilling as well.

Variation in the patterns of responses were also noticeable between centers. For example, new UNI leadership had been implemented in four of the regional centers during the year prior to the survey. This was due to a combination of retirements and reassignments, and resulted in expected reactions to sudden, uncontrollable, top-down change.

One instance of such change occurred in a center wherein the cadre had not yet developed many ways in which to enact the cadre concept. New leadership's attempt to activate the cadre met with little group enthusiasm. Subsequently, a collaborative process of cadre reconceptualization between the UNI professor coordinator and the assistant superintendent of the school system in which the regional center is based resulted in membership being opened to every teacher in every school in the regional center. A mission and goals statement was assembled to emphasize enactment of the cadre role on the preK-12 school and university levels (see appendix B). A newly formed cadre is currently in its second year and members are actively involved in a variety of projects.

In other centers, cadre members were mired in the "development" stage of the Kagan model. In some instances, years of top-down school administration had taken its toll to the point that educators found it easier to complain when nothing was happening than to take charge of their professional lives and make things happen themselves. A frustrated cadre member in one such regional center responded to a narrative question about personal goals for the cadre in the upcoming school year with, "how should I know? UNI still doesn't know," completely missing the point of a constructivist

approach and oblivious to the on-going change and renewal taking place in cadres around the state.

The UNI Model: Reformation

Kagan (1991) describes the sixth and final stage of the collaborative process as a chance to evaluate, reflect, observe the change that has taken place, and generate further possibilities as the collaborative relationship renews itself. One observation, following the first assessment procedure consisting of cadre interviews in 1990, was that there were developmental steps common to all cadres as they struggled to define their collective role in facilitating school-university relationships.

In an executive summary report to COE administrators following the cadre interviews, Canning (1990) organized the processes reported by cadre groups across the state into six stages that had occurred during the first two years:

Searching. Consisted of initial floundering and collaborating on an agenda in an attempt to find meaningful work to do.

Doing. Which meant getting a few things done, beginning with simple projects, experiencing some initial success.

Sharing. Exchanging ideas and news of projects with other cadre members.

Clarifying. Managing confusion and further developing a center-specific mission as activities evolve.

Recognition. Seeing results, getting feedback from student teachers, colleagues, and UNI.

Renewing. Understanding the role, developing new projects, getting ideas from seeing what other cadres have done, and enjoying an enhanced personal and professional self-concept.

Up until now, the identity of most cadres has been school-district or regional center-based. Members have constructed role identities around activities designed to provide assistance to student teachers, practicum students, and co-operating teachers. This identity is crucial but it cannot exist in a vacuum if the cadre model is to live up to the full potential expressed in the Venn diagram.

The parallel arrows connecting campus and preK-12 classrooms in the Venn diagram cannot exist in a vacuum either. It is time to get the arrows moving: in both directions. Impacting practice in the UNI teacher preparation program needs to progress beyond field site involvement and the occasional unstructured, individual cadre member contact with a singular professor at the university to interaction between campus-based faculty members and cadre members.

When engaging in conversation with campus-based colleagues as a field-based professor co-ordinator, it is quickly apparent that several campus-based faculty members have only a vague realization of the cadre network's existence and have no idea what the cadre is or what purpose it serves or could serve in teacher education at U.N.I. Narrative responses to the spring/summer, 1993 survey hint at recognition of this sad state of affairs. One respondent

commented, "the only person we ever see from UNI is Dr._____ (the center's co-ordinator)." Another added, "I'm not sure of our connection to UNI. My impression is no one wants to hear from us." Poor campus-based faculty member representation at the fall, 1993 cadre conference, despite invitations in mailboxes and the conference's being held on campus within easy walking distance from the education building, did not improve this impression.

Additional narrative responses to the survey made it very clear that cadre members do not choose to serve in that capacity because of token sums of money. They become involved in cadre activities for the purpose of "giving something back" to teacher education and working within the system to improve it for teachers who will come after them. Interaction with campus-based faculty members is necessary if this is to be accomplished, and such interaction was an entry expectation of most cadre members.

Another question in the cadre survey asked cadre members if they had had a chance to visit with UNI faculty in the past year. Even in centers where cadre members expressed an appreciation of and affinity for their university co-ordinator, perceived efficacy of cadre members was found to be related to the amount of involvement with UNI campus-based professors. This is indicated in the following crosstabulation table which compares the responses of cadre members who engaged in interaction with campus-based faculty with responses of cadre members who either did not have the opportunity to do so or did not avail themselves of the opportunity.

Table 2

Spring/Summer 1993 Cadre Survey

Crosstabulation: "Did You Have an Opportunity to Visit with UNI Faculty?" by "Did You Gain Professionally by Participation in Your Cadre?

Prof. Gain?	Did Have Opportunity to Visit: Yes	Did Not Have Opportunity to Visit: No
No response	-	1
Excellent	6	6
Good	3	10
Average	-	4
Fair	-	5
Poor	1	1

The next phase in the on-going process of enacting linkages between the schools and the university via the Teaching Associates Cadre Model is clearly more active involvement of campus-based faculty with cadre members across the state. The first phase, establishing and renewing site-based cadre identities, is well underway. Cadre members have grown in their knowledge of the teacher education process and are actively engaged in developing new ways to use this knowledge in their collective role as the UNI teaching associate cadre. If they are to reap full professional benefits as preK-12 educators engaged in a collaborative process of teacher education, cadre members need an opportunity to combine their experiences in field-based teacher education and as teachers

in today's schools to become catalysts for reality-based transfer of pedagogical theory into contemporary practice.

Toward this end, the author proposes four plans of action to be accomplished by fall of 1994:

1. Educate campus-based faculty members in the purpose and current status of the UNI Teaching Associates Cadre Model.

   This can be easily facilitated on the college level, given the strong support of the COE dean that originated the model, with the assistance of COE department heads. Some of the cadres around the state are currently developing brochures on their work in individual centers. These and similar materials will serve to raise visibility and, hopefully, interest in the possibilities inherent in the cadre concept.

   Once more campus-based faculty members are familiar with the concept of the cadre, faculty members can be challenged to develop the preK-12/university interaction graphically depicted in the Venn diagram through campus-based enactment of the cadre linkage. In essence, campus-based faculty members will need to go through much the same processes of formation, conceptualization, development, implementation, evaluation, and reformation as the field-based teaching associates cadre members when they were challenged to find ways to enact linkages. Faculty members already engaged in field-based activities and cadre members will be able to provide guidance.

2. Include a campus-based faculty representative or two on the planning team for the 4th Annual Cadre Conference in fall, 1994. Better communication and earlier, direct involvement of key faculty leaders will serve to stimulate additional interest and involvement.

3. Confirm an education building ICN link site for the fall, 1993 Cadre Conference follow-up. Currently in the planning stages for May, 1994, enhancement of the conference follow-up via the fibreoptics capability allows convenient access to site-based cadre members across the state. Faculty members able to drop in will hear first-hand of the perspective cadre members have to offer the UNI teacher education program. Cadre members in turn will see evidence of interest and involvement on the part of campus-based faculty members.

4. Set a theme such as, "Cadre Conference '94: Collaborative Partners in Teacher Education" for the 4th annual cadre conference in fall, 1994. Focus on facilitating dialogue between cadre members and campus-based faculty members. Both factions would come prepared with suggestions for collaborating on ways to enact campus-schools linkages. It would facilitate faculty members' attendance if classes were cancelled for the morning on the second day of the conference so that everyone was free to participate in a morning of collaborative professional development with cadre members from across the state.

As Koerner stated in 1992, cooperating teachers are no longer content to be silent partners in the student teaching process. They welcome opportunities to impact teacher education and ways to collaborate with other educators in order to improve teaching and learning for themselves and their students (Koerner, 1992; Murphy, 1990). The Teaching Associates Cadre Model already provides professional benefits for PreK-12 educators involved as partners with the University of Northern Iowa. The next phase of UNI's Teaching Associates Cadre concept will involve processes designed to give cadre members the campus-based recognition they deserve. Enrichment of professional benefits to preK-12 cadre members and to campus-based faculty members will be accomplished by energizing the campus component of the UNI Teaching Associates Cadre Model: a potentially pivotal component in the enactment of a network of Professional Development Centers dedicated to quality teacher preparation experiences across the State of Iowa and beyond.

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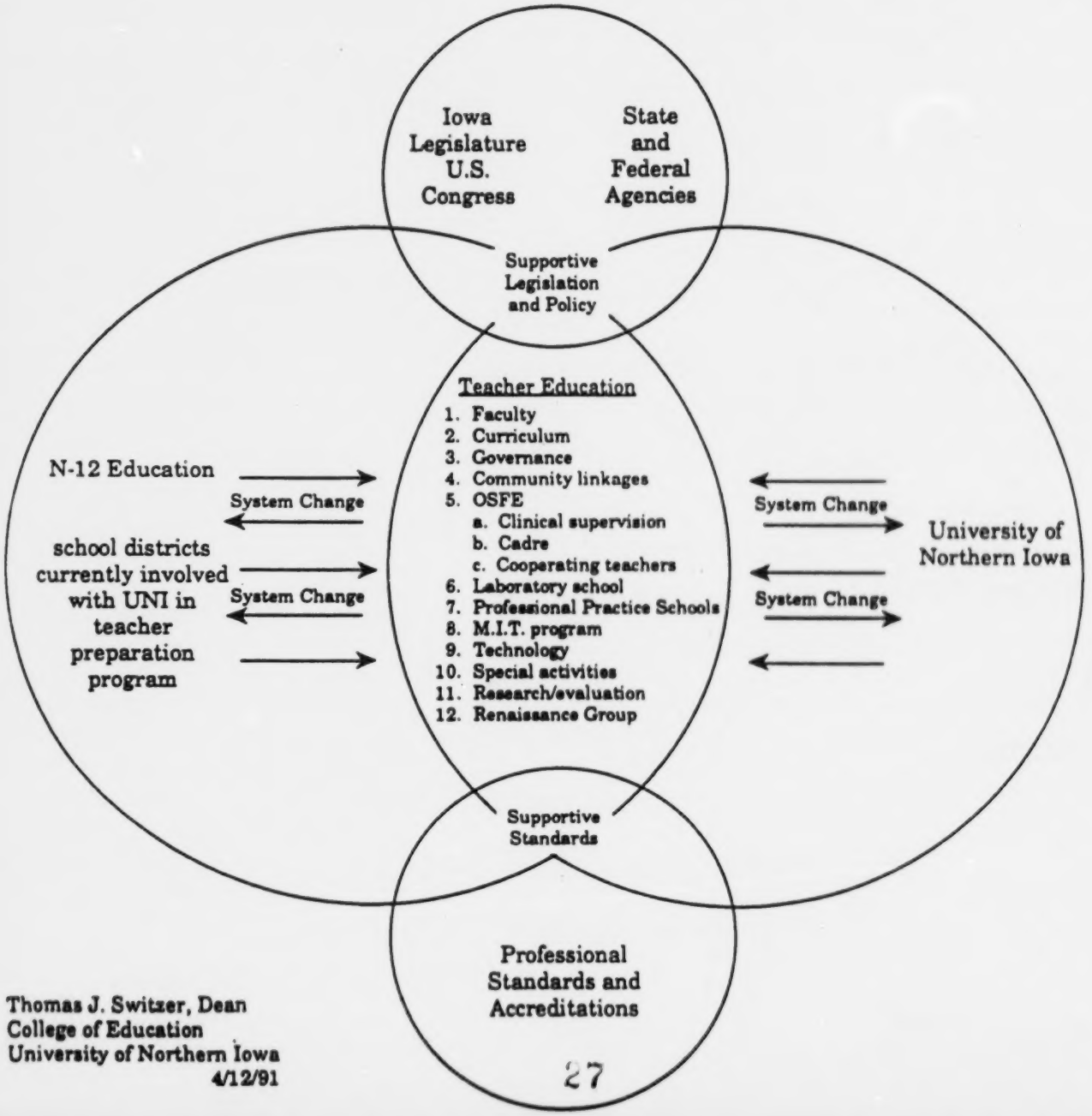
APPENDIX
A

A TEACHER EDUCATION PROGRAM AT THE INTERSECTION OF INSTITUTIONAL STRUCTURES

University of Northern Iowa



Thomas J. Switzer, Dean
College of Education
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4/12/91

POSITIONS: Educational Leadership

UNI/Fort Dodge Regional Teaching Associates Cadre

A teaching associates cadre is a service component of a partnership between the University of Northern Iowa and a school district. Cadre members are local school district personnel who work collaboratively with UNI faculty to improve teacher education. Such partnerships provide professional growth opportunities for cadre members and their school districts, UNI education students, and UNI faculty members. A cadre member is a person of vision; a mentor; a master teacher; a collaborator; an experienced, formative practitioner; a knowledgeable resource person; an advocate for educational research; and can enact the aforementioned roles in a regional teacher-preparation center that promotes a productive relationship with the University of Northern Iowa.

VISIONARY

Ft. Dodge: Demonstrates a working, in-depth knowledge of the educational transformation movement.

UNI: Bases decisions and practices on professional literature and current research.

MENTOR

Ft. Dodge: Provides one-on-one support to regional cooperating teachers working with field experience students.

UNI: Provides assistance and information to other cadre members.

MASTER TEACHER

Ft. Dodge: Models reflective, contemporary, consciously skilled teaching practices and is willing to be observed by field experience students and/or cooperating teachers.

UNI: Demonstrates classroom instruction, in areas of expertise, on the UNI campus and in the regional center.

COLLABORATOR

Ft. Dodge: Acts in an advisory capacity to regional UNI faculty.

UNI: Attends on-campus meetings, conferences, and workshops.

FORMATIVE PRACTITIONER

Ft. Dodge: Observes student teachers in other regional classrooms and serves regularly as a cooperating teacher.

UNI: Assists in the integration of theory with practice for developing new teachers.

RESOURCE PERSON

Ft. Dodge: Acts as a receptive listener who offers ideas and peer coaching in the supervisory process and in curricular areas of expertise.

UNI: Offers the experienced practitioner's viewpoint to UNI campus-based faculty and classes.

ADVOCATE FOR RESEARCH

Ft. Dodge: Models integration of classroom action research with practice.
UNI: Advocates on-site action research projects in collaboration with UNI faculty.

FACILITATOR

Ft. Dodge: Answers questions about the UNI field experience programs and serves as a contact person for potential cooperating teachers.

UNI: Seeks, in an active manner, ways to strengthen the linkage between the university and schools.

M. Selke, R. Wills, Ft. Dodge, IA - November, 1992